

IMPROVING STUDENTS' READING COMPREHENSION ON DESCRIPTIVE TEXT BY USING JIGSAW

ARTICLE

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RESEARCH ARTICLE

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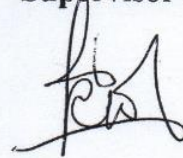
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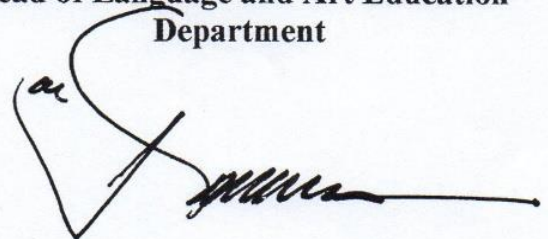
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Abstract

This research is aimed to improve students' reading comprehension in descriptive text by using Jigsaw technique. In conducting this research, the researcher implemented classroom action research as a method. The researcher collected the data by using observations checklist and students' assessments in each cycle. This research was conducted in two cycles. The subject of this research was 20 students at the eighth grade of SMP Mujahidin Pontianak in academic year 2017/2018. Based on the data collected, it is found that Jigsaw can improve students' activeness and participations to in teaching-learning processes from cycle to cycle. Besides, the process improvement impacted to students' mean score. The students mean score was 60.75 and in second cycle was 71.75. Since the process of learning in the second cycle showed a significant improvement, the teacher and the researcher not to conduct the next cycle. In conclusion, Jigsaw technique can improve students' reading comprehension on descriptive text.

Keywords: *Improve, Students, Reading, Jigsaw, Descriptive Text.*

INTRODUCTION

Reading becomes the core of comprehending the language which has a strong relation with the texts. Besides, reading comprehension is the process of creating the meaning of the text, the goal is to obtain a relatively understanding of what that described rather to attain the meaning from isolated words or sentence (Cain and Oakhill in Woolley, G., 2011, p. 15). However, reading and the text is still in a strong connection of knowledge in which students get difficult to achieve.

In writer's observation and interview with the English teacher in grade 8th of SMP Mujahidin Pontianak, there are some problems faced by the students. First, students have difficulties in understanding the opening statement or first impression of the descriptive text. Second, students have lack of vocabularies needed in which it supports them to comprehend the ideas or contains inside of the text. Moreover, the unknown vocabularies may let students to be

passive in learning process. Third, teachers used a teaching method that might be not appropriate in teaching reading especially descriptive text. In one hand, English teacher in SMP 1 Mujahidin Pontianak often uses group-work discussion which pursue students to work on their own discussion with their friends. In the other hand, some students take the role on their group-task while the others just do their own business.

In overcoming the problem, the teacher and the writer have discussed and agree to use jigsaw. They interested to use jigsaw in order to improve students' reading comprehension. However, it is found that the eighth grade students of SMP Mujahidin Pontianak still have problems in comprehending the reading of descriptive text. By using jigsaw technique, students allow to solve their own difficulties by doing discussion on certain concerning topic. Further, teachers manage the lesson more easily and effectively than before. Nevertheless, the technique should contain of any wide variety of exercises,

activities, or tasks used in language classroom

for realizing the lesson objectives (Brown, 2000, p. 16). Here, jigsaw offers a collaborative learning activity which can increase students' personal responsibility (*Jigsaw: Instructional Tools*, 2016). Moreover, on a research conducted by Adams (2013) articulates that Jigsaw promotes the interest to work collaboratively and students can learn better entitled *Using Jigsaw Technique as an Effective Way of Promoting Co-Operative Learning among Primary Six Pupils in Fijai*. In other research, Hanafi (2015) entitled *The Use of Jigsaw Technique to Improve Students' Reading Comprehension Achievement*, argues that Jigsaw can improve students' reading comprehension achievements and active participation. In addition, Mengduo & Xiaoling (2010) with their research entitle *Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the Language Learners*, also state that Jigsaw technique is an effective way to involve students' participation and enthusiasm. However, the previous study did not show the specific material and procedure as one in which using in this research.

In contrast, the disadvantages of Jigsaw were needed to be considered as well as its advantages. Here, the writer found that Jigsaw made students become less confident for the first time they applied the technique. It was supported by Astane and Berimani (2014) as they said that "students feel doubt whether they have received valid information from their peers and whether that information was sufficient or not to answer the questions from the teacher. However, in this research, the researcher also found that Jigsaw required more explanation in order to introduce students with the procedures, it costed lot of time of teaching and learning processes.

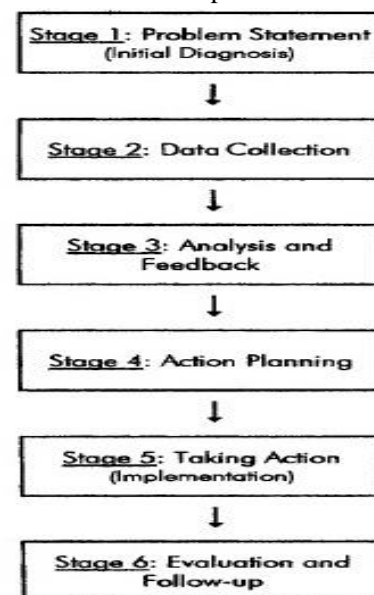
Since the teacher agree to use Jigsaw technique, Classroom Action Research was used as well based on the teacher and writer discussion. This research was approved in which it was able to help students in eighth grade of SMP Mujahidin Pontianak to

improve their reading comprehension which also become one of the specifications of the curriculum KTSP (*Kurikulum Tingkat Satuan Pendidikan*) as follows; students have to comprehend the basic meaning in the environment related to the text.

METHODOLOGY

In conducting the research, an appropriate method should be used. The appropriate method used in this research was classroom action research by emphasizing students reading comprehension in descriptive text. In classroom action research (CAR) the writer and the teacher work as a research team in conducting in preliminary study, they are concerned with using a systematic process in solving educational problems and making improvements (Tomal, R., 2003, p. 8).

In accordance with Tomal, R. (2003, p. 11), action research has six stages: problem statement, data collection, analysis and feedback, action planning, taking action, evaluation and follow-up.



(Bagan. Adapted from Tomal, R., 2003, p. 11) From that figure, it is shown that steps in conducting action research flow like circle. Following that action research model, this research was conducted in two cycles or more depends on the situations. On each cycle, there were procedures that should be done by the writer.

Here is the following of the brief stages of classroom action research in which the researcher used. **The first** is problem statement. In this step the writer and teacher started to identify the problem happened to the subject of the research, it may include of many issues (Tomal, R., 2003, p. 12). In this case, it is found that, the subject of this research had some obstacles in comprehending the opening statement, difficulties in recognizing the topic sentence and supporting sentence, and lack of vocabularies needed in the text. **The second** is data collection, it can be accomplished by several methods, such assessments, interviews, and group meetings (Tomal, R., 2003, p. 13). In this case, the writer used observations checklist and assessments to get the information. The information which would be helpful to the research such as: the curriculum used in the school, the academic schedule, the class condition, the behaviour of the students, etc. The data would be collected through observation list and students' assessments.

The third is analysis and feedback. After getting the data, the writer discussed and analysed everything in which relate to the research purpose together with the teacher. In this research, analysing the data include of deciding the students' expert group, how many group possibly made in the class, what obstacles probably happen during the research, etc. Moreover, Tomal, R., (2003) says that the feedback would also help the elements of collaboration between the writer and the teacher (p. 14). However, it is decided that there were five groups in both experts' groups and home groups Hence, **the fourth** is action planning, it is the teacher gave any feedbacks or advices to the writer in conducting this research.

In this section, the actions materials and media in which it used to the classroom activities were designed together between the writer and the teacher. As a result, the following lesson plan would be provided as it became the basic plan to use in the classroom. (see appendix; *lesson plan*).

The fifth is taking action. Here, the teacher runs the activity using jigsaw technique and following the procedure such as; First, teacher divided students into groups of four and each student given certain number based on the construction of descriptive text (1 is opening statements, 2 is topic sentence, 3 is supporting sentence, 4 is adjective, and 5 is conclusion), these groups called as "home-group". Second, students swap to the "expert-group" which consist of single students' number for each, later, they would discuss only about the topic which related to their number. Here, teacher guided the discussion among the students' group, meanwhile the collaborator (the writer) helped the students group swapping. After that, students returned to their home-group and shared the information they got during the expert-group's discussion. Thirdly, after whole of the activity, students would be given an individual-assessment.

The last one is evaluation and follow-up. This stage contains of the result of the activity which have been used. It covers whole of the class activity such as: students' discussion, the progress of the learning, the obstacles, students' task, etc. The goal is to define the weaknesses and difficulties which probably happen in one cycle. The writer recalled all of the information that founded in which used for the revise plan for the next cycle and discussed it with the collaborator to get certain feedbacks or advices which are needed. The discussion was focused in the obstacles exist in the previous activity, it displayed by the students' score and the process of learning whether the students got achieve the activity or not. The feedback is very important in re-planning the next cycle. It could change a certain action in order to increase the teaching and learning process.

RESEARCH FINDINGS AND DISCUSSION

Research Finding

The writer implemented classroom action research to solve students' problems in each cycles to enhance students' reading comprehension to descriptive text at the

eighth grade students of SMP Mujahidin Pontianak. The material used in this research was factual descriptive text about public places. The teaching technique implemented in this research was to improve students' reading comprehension to factual descriptive text. Furthermore, every cycle in this research consisted of six stages, namely, problem statement, data collection, analysis and feedback, action planning, taking action, and evaluation and follow up. The implementation stages of classroom action research were presented in two cycles.

The first cycle of this research was conducted on November 21st, 2017. It has six stages. They are problem statement, data collection, analysis and feedback, action planning, taking action, and evaluation and follow-up as it has been written in the concepts of theories. This cycle was opened based on the problem found in the background of the research. The problems were found during the writers and teacher observations and discussions to the eighth grade students of SMP Mujahidin Pontianak which the subject was 20 students and consisted of 10 males and 10 females. After the problems finding, the writer and the teacher set an action and material in order to applied in the class activity as if been written on the lesson plan.

Here, the teacher was running the activity in the classroom as it had been planned in lesson plan. First, the teacher divided students into groups of five and each student was given certain number based on the construction of descriptive text as follows; 1. opening statement, 2. topic sentence, 3. supporting sentence, 4. adjective, and 5. conclusion. These groups were called as a home group (number 1-5). Second, the students with a same number called together in a group called expert group and discussed a certain topic based on their number. Here, the writer helped the teacher to arrange the group to press the time. Third, the teacher guided the running of the discussion in the expert group. After the discussion on the expert group, students called back to their home group and share the information they

had from the expert group. Fourth, after the discussion on the expert and home group, the teacher gave students an individual-assessment. During this stage, the writer also observed the activity using the observation checklist.

The result of the activity which had been done is provided from the observation list and students' assessment. Accordingly, students' in the first cycle did not realize what they had to do during the lesson as well. When teacher explained the materials and the example of the text, students did not pay attention. They tended to talk each other mostly and ignored the teacher's explanation. This affected to the activity because teacher was also explained about the detail procedures of jigsaw before the lesson began. Moreover, the teacher also got quite confused in giving the instruction to the students. This case made students to be more confuse about what they needed to do in the classroom. Although the writer as a collaborator helped so much during this cycle but the lesson went ineffectively because there much time spent in ordering whether the home groups and expert groups discussed to the topic given or not. Since the lesson ran ineffectively because much time wasted, students still had problems in comprehending the information inside of the text specially in recognizing the general structure of the text, unfamiliar words, and main information about what was the text about during the explanation of the teacher. After students move to their groups, experts' groups discussion was going as well so students could learn the materials. In addition, they still tended to be passive learners which made them to have less of interactions or discussion during the experts' groups as only some of the students were active in talking while the other were being passive in the groups' interaction. The experts' groups were one of important procedures in jigsaw since it affected into the home groups and impacted the result of the outcome information during the discussion. As a result, when students went back to their home groups, some of them may not delivered the required information needed as

a full or puzzle, this let them to miss the pieces of part needed to the text. It reflected to their assessment score as it showed 60.75 and did not achieve the standard.

Based on the first cycle's result, the teacher and the writer discussed and agreed to conduct the second cycle as the first was not running as it expected to be.

The second cycle also contained of six stages as it been applied in the first cycle. This cycle was conducted on November 28th, 2017. Reflecting from the first cycle, there were some problems that still needed to be concerned. The writer and the teacher discussed and agreed to change some phases of the jigsaw in order to cut the time of the learning. Here, they agreed that the group on the home and expert were as the same as the first cycle. In addition, the text used in the classroom activity were changed and focus into public places. This made students to get the information easier and better since the text had a same type. However, the second cycle were applying the same jigsaw with some modifications in order to get a better process and result of study. This phase was conducting in a same way as it been planned as the first cycle, the teacher was running the activity in the classroom as it had been planned in lesson plan. First, the teacher asked students to move into their home group and discuss certain topic about descriptive text as follows; 1. opening statement, 2. topic sentence, 3. supporting sentence, 4. adjective, and 5. conclusion. Second, the students with a same number called together in groups as same as the first cycle was so it would costless the time because students were already known their previous groups. Third, the teacher guided the running of the discussion in the expert group. After the discussion on the expert group, students called back to their home group and share the information they had from the expert group. Fourth, after the discussion on the expert and home group, the teacher gave students an individual-assessment. During the stage, the writer also observed the activity using the observation list.

The result of the activity which had been done was noted in the observation list and reflected in the assessment's score. This result may also important to conduct whether the next cycle was necessary or not. As it noted in the observation list, the activities in the second cycle was going quite well as it expected. Since the first cycle held, the teacher and writer were discussed quite long in order to conduct this cycle. Therefore, the teacher in this case was already known the procedures and explained it to the students clearly, it made students understand about what they needed to do during the lesson. Beside explaining the procedures, teacher was also explained the materials once again and gave example of the text in order to draw students' memories from the previous meeting. This steps worked really well since students knew their role and pay more attention to the explanations. As an impact, this lead the lesson to be more effective because there was a little time wasted during the jigsaw's preparations for the groups' discussion and order. In addition, students became more familiar with the jigsaw and made them easier in understanding the instructions. Students could be more active in their role whether as an expert in their discussion or as sources in their home groups' discussion.

Here, the writer noted in the observation checklist that students became more active in experts' groups discussion, they discussed very well since their jobs were already clear. Moreover, students were also involved in the teaching and learning processes by asking some questions during the discussion and the conclusion's phrase. Although not all of students were active, but mostly they were involved during the discussion with the teacher. In addition, students changing from phases of jigsaw was going orderly. This made them to have a better atmosphere to the learning and affect the home groups sharing discussion to become more quiet and serious. As a conclusion, students' assessment score was also increased to 71.75. Although there were some students in which they still could not

reach the score's standard, but the process or teaching and learning process was going really well. So that, the teacher and the writer agreed that the process of learning and the result of the assessment was already reflected the success in the second cycle as it unnecessary to conduct the future cycles.

Discussion

This classroom action research was conducted in two cycles. Each cycle consists of problem statement, data collection, analysis and feedback, action planning, taking action, and evaluation and follow-up. The acting stage was conducted in one meeting that performed during the teaching learning process. First cycle of this research, showed that students' reading comprehension and participation during the lesson were still poor, they could not understand the opening statement of the text, vocabularies and information inside of the text. It proved in the students' assessment questions in which they got wrong numbers mostly in the questions about the specific information and vocabularies. It was because of some problems. First, students and teacher could not understand the procedures of jigsaw and steps in which the teacher could not giving students a clear instruction, they confused about what they needed to do during the lesson, it made the time cost longer because the teacher and the writer needed more attention in ordering the students to follow the procedures of jigsaw. As a result, students could not get the needed information from the expert groups' discussion, it impacted to the information sharing during the home groups' discussion. Moreover, students' assessment quite reflected the result of the students' comprehension overall during the first cycle. Students' behaviors were not appropriate since they did not pay attention to the lesson and were being passive in discussion and conclusion sections. In Addition, the teacher could not yet give students clear instructions in spreading the groups. Consequently, the lesson became passive between teachers and students. Moreover, the time used to manage the groups was far too long. It made the

discussion section in the expert groups became shorter and forced the teacher to struggle in guiding the group discussion because all the expert groups needed to have a discussion about the purposive topics. In addition, the information inside of the text was not explored well by the students during the discussion and let them to become lack in comprehending the text. In the discussion, there were certain students in which truly learned and discussed between them. This caused all of group members got different income of information that needed to deliver in their home groups later. Moreover, there were only several students who brought their dictionary so it took long time to find the meaning of words they did not know, some students disturbed their other friends and wasting the time by only waiting the turn to use the dictionary. These problems impacted to the students' assessment result in the first cycle in which they got 60.75 in the average that was not a good result because almost of the students were not pass the standard's score. Third problems were the students' participations during the lesson. Students was mostly passive in the first cycle in which they did not ask many questions and did not involve during the discussion. Yet they tended to be passive when the teacher asked them to discuss or to conclude the lesson. In the questions section there were none of the students asking to the teacher. These were proved by the observation list in which the writer filled.

Based on the research findings in the first cycle, the teacher and the writer decided to continue the action in second cycle. It appropriated to the purpose of CAR in which it is supposed to improve students' reading comprehension. To overcome the obstacles in the first cycle, the teacher and writer had decided to cut the time during the groups' dividing and discuss together in order to make clearer instruction's activity, the writer also helped the teacher to arrange the groups and preparing the classroom before and after the lesson. Then the teacher told the students to bring a dictionary in order to help the

students in gaining more information inside of the text.

In the second cycle, the teaching learning process was going better than the first cycle. The instruction given to the students were clear and orderly, the groups were already noted before so that was easier to divide the groups and to call the expert groups since students already knew their group-mates. It made the lesson going more effective than before since not much of times were wasted. In addition, since the students knew their role in the lesson, the procedures of jigsaw could be applied in an effective way. Students became more active during the discussion of experts and home groups, they also asked teacher if there were any information that they did not understand during the groups' discussion.

Moreover, the discussion in the expert group was working very well since the students already knew what they needed to do and what they needed to explore based on the pieces of information inside the text that they discussed in the experts' groups. In addition, most of the students were using their dictionary as they got advice before, so then, they got easier in finding some unfamiliar words inside the text. This better teaching and learning process then affected the students' average score on their assessment in which it was 71.75. The score was better than the first cycle, there were also many students pass the standard. This was because the behaviors of students were much changed, they could pay attention to the teachers' explanation and could follow the instructions orderly better than the first cycle. Although, during the questions' section and discussion, some students did quite in asking or giving opinion and there were some the students whose giving opinion during the conclusion lesson. However, the teacher and the writer were agreed to finish the action since the weaknesses behaviors of students in teaching and learning processes were been improved successfully and was already occupied in the second cycle.

As a result, the reading comprehension problems in the descriptive text to the eighth

grade students of SMP Mujahidin Pontianak were solved and the process of teaching and learning process was improved by the implementing of jigsaw as a media during the teaching and learning process. In addition, this results were appropriate with the similar research findings in which it said that jigsaw could promote students to work collaboratively, study better and help students to improve students' reading comprehension achievements and participations. (Adams, 2013 & Hanafi, 2015). Moreover, Mengduo and Xiaoling (2010) also said that jigsaw is an effective way to involve students' participation and enthusiasm. It was proved that the previous research of jigsaw resulting the same good result of the research. However, to conclude, the theory of the action hypothesis of this research were accepted.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings and discussions, it could be concluded that the use of expert group in Jigsaw technique helped students to get the information in the opening statement of the text. In the expert group's discussion, students discuss certain part of the text in which the information are being a piece of puzzle that they needed to collect it together as a complete puzzle. The specific information from the expert's groups discussion would be shared back in their home group, moreover the teacher also helped the discussion by giving additional explanation. In addition, the various partner in the discussion assisted students to gain more vocabularies on the context's discussion because students vocabulary mastery is various. In overcoming the passive's issues, the group-swapping allowed students to move a lot during the lesson. This make them more active both in the activities and in the discussions. In conclusion, the use of jigsaw improved students' reading comprehension on descriptive text.

Suggestion

Reflecting to the results of this research, the writer would like to provide some suggestions to the teacher and students. The writer suggested the teacher to use more variety of technique or media in teaching reading, since reading is not only about reading but also about involving students' participation in the lesson's processes, in this case, jigsaw is highly recommended since the technique was already proved well. However, the procedures and instructions must be clearly given to the students during the teaching and learning processes. In addition, the writer would also like to suggest the students to create group-learning whether inside or outside of the classroom so they can share their ideas or ask questions in discussion with their partners and make the learning become more alive and effective. In the groups' study, students should have a clear role in their groups, for example, as a leader, experts, source-searching, and members. However, students are strongly recommended to be well-prepared for the teaching and learning activity such as preparing dictionary in learning English, ready to pay attention to the explanation, and to get used to discuss or involve to the teaching and learning activity as much as the opportunities possible to be taken.

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